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AUTHOR Marklund, Sixten
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ABSTRACT

A qualitative evaluation of teacher training in Sweden has been in progress since 1969, covering all trainees admitted to schools of education that year and all directors active in teacher training. Questionnaires were distributed to all students on entry, after three semesters, after completion of the field-experience component, and at exit. The first questionnaire gathered demographic information, and the remaining three sought evaluative information. Data about resources of the school, matters connected with planning, recruitment, collaboration and influence, and information dissemination were gathered from directors of teacher training via questionnaire and interview. In general, students felt that: (a) training involved too large a proportion of time on subject studies, the right amount of time on pedagogics, and too little time on methods and practice; (b) they exert too little influence on the program; (c) the program did not provide enough individualization; (d) they did not experience their studies as an integral unit; and (e) the field practicum was the most valuable component of training. Directors noted that there are great organizational difficulties involved in collaboration, that schools of education lack the openness to change required by the curriculum, and that trainees have insufficient experience of environments outside the school. They also expressed apprehension about the increasingly centralized direction of schools of education. (HMD)

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Title of project: Qualitative evaluation of teacher training, class teacher lines (KUL-K)

In progress at: Department of Educational and Psychological Research, Stockholm School of Education

Scientific leader: Sixten Marklund

Project members Agneta Linné
Björn Rosström
Gordon Westling
Karl-Gerhard Wikander

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Background to the project

The KUL project was conceived in connection with the reorganization of teacher training that began in the autumn term of 1968. The original aim was for an evaluation of the entire teacher education system, but the first stage of the project was in fact confined to the training of infant and elementary school teachers. It was also decided that all the schools of education in Sweden were to be included in the survey and that the project was to adopt an approach based on continuous evaluation. This approach has entailed following a generation of class teacher trainees term by term throughout their entire training.

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Purpose of the project

The project is aimed at bringing about a continuous qualitative evaluation of the class teacher training provided by schools of education.

The principal aim of the project is to establish the extent to which the various teacher training institutions achieve the goals of the training syllabus and if possible to define the factors in teacher training which impede or are conducive to the attainment of the goals in question.

Evaluation is mainly concerned with goal and process analyses and is intended to provide a description of the social system of the school of education. Another aim is for the project to evolve methods which can be used in studying other training systems besides those for class teachers.

Population

The survey is following a generation of trainee class teachers admitted to all the Swedish schools of education in Sweden during the academic year 1969/70. The training system will be evaluated throughout their course of training. The population also includes all teacher trainer and principals playing an active part in the training of class teachers.

Collection of data

For the most part the project has employed questionnaires, but interview surveys have also been carried out. Four different questionnaires have been completed by the trainee population, which comprises about 3 400 persons. One questionnaire has been completed by the teacher trainers, who are about 1 000 in number. Special interview studies

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have also been carried out involving all principals and directors of studies together with certain teacher trainers and trainees.

Project questionnaires - principal content

The following is a brief summary of the questionnaires which have been completed by the trainee population included in the project.

LKE_1: A survey is made of the initial situation. This questionnaire contains questions concerning sex, age, social background, education, anticipations concerning teacher training etc.

LKE_2: After three terms, the trainees evaluate their study situation. The topics covered here include training organization, basic courses, training goals, collaboration and influence and preparations for the teaching practice term.

LKE_3: The trainee teachers evaluate their teaching practice term. This questionnaire contains questions with a direct bearing on the trainees' teaching practice term, e.g. the resources of the school concerned, the content of teaching practice, contact with the school of education, assessment of teaching proficiency during the practice term and congruence between training at the school of education and experience during the practice term.

LKE_4: The trainees evaluate their training when it is concluded. This questionnaire includes questions concerning optional courses, training organization, the follow-up of teaching practice, collaboration, influence and training as a whole.

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Two somewhat different versions of a single questionnaire have been compiled for teacher trainers.

$LÄR_{ÄM}$: Teacher trainers concerned with subject studies and methods reply to questions concerning, among other things, the resources of the school for education, working methods, knowledge testing, goals of teacher training, collaboration and influence and the evaluation of training as a whole.

$LÄR_{P}$: Teacher trainers concerned with pedagogics answer questions having much the same content as those addressed to teacher trainers concerned with subject studies and methods (vid. supra).

Interview studies under the project - principal content

Two interview surveys have been carried out as part of the KUL-K project.

Interview with principals and directors of studies: All principals, directors of studies and assistant training directors at the fifteen schools of education have taken part in a relatively comprehensive interview concerning, among other things, matters connected with the general planning of training, collaboration and influence, the recruitment of teacher trainers and their experience of different school levels, the background of the trainees, the dissemination of information at the school of education and training as part of a continuous process of educational reform.

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Intensive study

Class teacher trainees (all trainees in L 5 and M 6) and teacher trainers (all heads of institutions) at two schools of education have taken part in interviews. The interview questions were based on results obtained from KUL-K material collected previously. The main focus of attention here is on problem sectors in class teacher training. The survey takes the form of an intensive study.

Reporting

A list of reports published hitherto in the course of the KUL-K project will be found in Appendix 1. Most of the project reports appearing during 1973/74 have taken the form of "basic reports", i.e. have mainly dealt with one questionnaire at a time and have not set out to give a total analysis of class teacher training. A total analysis of this kind of the material of the KUL-K project is planned for next year (1974/75). During this phase we intend among other things to elaborate certain methods of process analysis and to try out relevant models of longitudinal studies of educational systems.

A brief summary is given below of the findings made so far in the course of the project, findings which reflect major items of our reports and therefore, we hope, essential features of class teacher training as well.

Findings concerning trainees and teacher trainers

The trainees evaluate their training after three terms (report 62, based on questionnaire LKE_2:)

- Among the basic courses, pictorial and design work, physical education, methods and biology are valued most highly

- The co-ordination of methods and subject studies is found less satisfactory

- Training is thought to involve too large a proportion of subject studies, the right amount of pedagogics and too little methods and practice

- Trainess feel that they have little opportunity of exerting influence on their training

- There is a very low degree of individualization in the training given at schools of education.

Which persons become class teachers and what does the trainee teacher want his training to include? (Report 81, based on parts of questionnaire LKE_1).

This report deals with aspects of recruitment for class teacher training and also with the trainees' evaluation of certain goals of teacher training. Findings include the following:

- Almost half the trainees come from social class II, over 30 per cent from social class III and about 20 per cent from social class I.

- Out of twelve given objectives of training, priority is given to " insight in the ways in which children and young persons think and react", "practical experience of actual teaching" and "a detailed knowledge of general teaching method".

- There is a difference between the lower level and middle level lines in that trainees in the L line tend to emphasize factors directly related to children and school, while trainees in the M line tend more to emphasize critical thinking, social issues and interest in continued studies. This applies to both sexes.

Problems in the training of class teachers (report 91, based on the intensive study).

On the basis of material collected previously in the course of the KUL-K project, an attempt is made to penetrate central problem areas of class teacher training. Important findings presented in this report include the following:

- Trainees criticize the content of subject studies - they would like more school level adjustment

- A relatively large number of teacher trainers feel that trainees are unduly preoccupied with the direct usefulness of their subject studies

- Trainees experience the different parts of their training as separate entities, hardly as integral units

- Some teacher trainers query the need for training to be experienced as an integral whole by the trainees

- Teacher trainers find that collaboration presents a variety of problems

- As a rule trainees feel that they have no real opportunities of influencing the form and content of their training.

The teaching practice term in the training of class teachers (report 97, based on questionnaire LKE_3).

At the end of the teaching practice term, this term is rated by the majority of trainees as the most important part of their training.

Despite the generally positive assessments made by trainees of their term's teaching practice, various points of

criticism can be discerned, including the following:

- Many trainees find their instruction at the school of education unduly theoretical

- The lecturers' visits are too brief and far too infrequent

- A relatively large number of trainees have only sporadic contact with their tutors

- In many cases there has been little collaboration with other persons besides fellow trainees.

The principals' view of teacher training (report 100, based on interviews).

The following viewpoints expressed by principals and directors of studies are clearly worth noting:

- Most of the respondents interviewed underline the great organizational difficulties surrounding collaboration between the different parts of training

- Some respondents are apprehensive of an increasingly centralized direction of schools of education

- Certain teacher trainer categories have had insufficient elementary school experience, and the majority of respondents consider this a patent disadvantage

- Reference is made to inadequate tutor training and the difficulty of recruiting tutors

- Many respondents observe that trainees have insufficient experience of environments outside the school

- It is also observed that many trainees have insufficient knowledge of English and mathematics

- The trainees' genuine opportunities of joint influence is regarded as limited

- Schools of education appear to lack the facilities to produce the openness to change required by the curriculum.

The very brief summaries presented above do not profess to give a complete picture of the content of the reports. For further details the reader is referred to the reports themselves (vid. p.10).

Reports in preparation (spring term 1974)

Three more reports will be published very shortly under the aegis of the KUL-K project. This cover the following topics:

- The trainee class teacher at the beginning of his training (based on questionnaire LKE_1)

- The trainee class teacher at the end of his training (based on questionnaire LKE_4)

- Class teacher training as seen by teacher trainers of subject study, methods and pedagogics (based on questionnaires $LÄR_{ÄM}$ and $LÄR_P$).

Previous information concerning the KUL-K project

School Research Newsletter 1969:6 and 1971:23.

Address

KUL-projektet
Pedagogiska institutionen
Lärarhögskolan
Fack
S-100 26 STOCKHOLM 34

PREVIOUS REPORTS FROM THE KUL-K PROJECT

Reports are published by the Department of Educational and Psychological Research of the Stockholm School of Education in three separate series, a main series (green), a series of preliminary reports (yellow) and a series called "Facts and Debate". These reports are published in Swedish only, except where otherwise indicated.

TITLE	AUTHOR(S)	GREEN SERIES NO.	YELLOW SERIES NO.
Drop out analysis in connection with a questionnaire study of class teacher trainees admitted in the autumn term 1969. (1971)	Björn Rosström Stefan Haglund		2
Evaluation of a language skill - basic material for discussion. (1971)	Bo Håkanson Sigvard Gårdmark		61
Trainee class teachers evaluate their training - basic material for discussion. (1972)	Agneta Linné Leni Björklund Stefan Haglund Bo Håkanson	63	62
Qualitative evaluation of teacher training. A project and its background. (1972)	Sixten Marklund	63	
Continuing activities in the project Qualitative evaluation of teacher training (KUL-K). Report from a planning conference. (1972)	Bo Håkanson Agneta Linné		8

Mathematics in the training of class teachers (1972).	Karl Greger Bo Håkanson	9
Which persons become class teachers and what does the trainee teacher want his training to include? (1973)	Agneta Linné Bernt Unnebäck	81
"...A great deal has to be added after qualification to produce the complete teacher..." Part 1. Teacher training as viewed by principals and directors of studies - interviews at major schools of education during the spring of 1972. (1973).	KUL-K and KUL-Ä	82
"...A great deal has to be added after qualification to produce the complete teacher..." Part 2. Teacher training as viewed by principals and directors of studies - interviews at smaller schools of education during the spring of 1972. (1973).	KUL-K and KUL-Ä	83
Problems in the training of class teachers. A qualitative study at two schools of education. (1973).	Bo Håkanson Lars-Olof Jiveskog Karl-Gerhard Wikander	91 3

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The teaching practice term in the training of class teachers. A questionnaire study. (1973).	Bo Håkanson Karl-Gerhard Wikander	97
"...A great deal has to be added after qualification to produce the complete teacher..." Part 3. Teacher training as viewed by principals and directors of studies. Summary of interviews. (1973). (Summary in English is provided).	Leni Björklund Bo Håkanson Agneta Linné	100
Report from a planning conference prior to the compilation of a final report on the KUL project. (1974).	Agneta Linné Karl-Gerhard Wikander	20